

---

**NINTH ANNUAL REPORT**  
**OF THE**  
**COLUMBIA INSTITUTION FOR THE DEAF AND DUMB**  
**FOR THE**  
**YEAR ENDING JUNE 30, 1866.**

---

**EDWARD MINER GALLAUDET MEMORIAL LIBRARY**  
**GALLAUDET COLLEGE**  
**WASHINGTON, D. C.**

NINTH ANNUAL REPORT  
OF THE  
COLUMBIA INSTITUTION FOR THE DEAF AND DUMB  
FOR THE YEAR ENDING JUNE 30, 1866.

---

OFFICERS OF THE INSTITUTION.

Patron—ANDREW JOHNSON, *President of the United States.*  
President—EDWARD MINER GALLAUDET, M. A.  
Secretary—WILLIAM STICKNEY, Esq.  
Treasurer—GEORGE W. RIGGS, jr., Esq.  
Directors—HON. AMOS KENDALL, HON. SALMON P. CHASE, HON. BENJAMIN B. FRENCH, REV. BYRON SUNDERLAND, D. D., DAVID A. HALL, Esq., JAMES C. MCGUIRE, Esq.

---

COLLEGE FACULTY.

EDWARD M. GALLAUDET, M. A., *President, Professor of Moral and Political Science.*  
SAMUEL PORTER, M. A., *Professor of Mental Science and English Philology.*  
REV. LEWELLYN PRATT, M. A., *Professor of Natural Science.*  
EDWARD A. FAY, M. A., *Professor of History and Ancient Languages.*  
REV. WILLIAM W. TURNER, M. A., *Lecturer on Natural History.*  
HON. JAMES W. PATTERSON, M. A., *Lecturer on Astronomy.*  
PETER BAUMGRAS, *Instructor in Art.*

FACULTY OF THE PRIMARY DEPARTMENT.

President—EDWARD M. GALLAUDET, M. A.  
Instructors—JAMES DENISON, M. A., MELVILLE BALLARD, B. S., MARY T. G. GORDON, ELIZABETH L. DENISON.

DOMESTIC DEPARTMENT.

Family Supervisor—  
Attending Physician—NATHAN S. LINCOLN, M. D.  
Matron—MRS. ELIZA A. JAMS.  
Assistant Matron—ANNA A. PRATT.

COLUMBIA INSTITUTION FOR THE INSTRUCTION OF THE  
DEAF AND DUMB, *Washington, November 6, 1866.*

SIR: In compliance with the acts of Congress making provision for the support of this institution, we have the honor to report its progress during the year ending June 30, 1866:

NUMBER OF PUPILS.

|   |    |
|---|----|
| The pupils remaining in the institution on the first day of July, 1865, numbered..... | 69 |
| Admitted during the year.....   | 9  |
| Admitted since July 1, 1866.....  | 28 |
|   | 37 |
| Dismissed since July 1, 1865.....   | 9  |
| Died since July 1, 1865.....  | 1  |
|   | 10 |
|   | 27 |

Number now in the institution..... 96  
Under instruction since July 1, 1865, males, 73; females, 33; total..... 106

A catalogue of the names and former residences of the pupils will be found appended to this report.

THE HEALTH OF THE PUPILS AND STUDENTS

Has been generally good during the greater portion of the year. A single case of dysentery occurred in June, which, however, yielded to treatment. Several cases of lung complaints appeared among the pupils in November and December, 1865, and one case of diphtheria.

This last named disease proved fatal, and took from our midst a young man of fine mind and irreproachable character. Gideon D. Bumgardner, of West Virginia, though but a few months connected with this institution, had endeared himself to his schoolmates and teachers by his kindness of temper and manliness of bearing. He endured the severe pains of his last illness with patience, and passed away in the full hope of a glorious immortality.

We feel it to be a matter for deep thankfulness to our Father in Heaven that, among all the children and youth gathered here, the terrible disease diphtheria was confined to a single case.

The receipts and disbursements for the year ending June 30, 1866, will appear from the following detailed statements:

I.—*Support of the Institution.*

RECEIPTS.

|  |             |
|--|-------------|
| Received from treasury United States.....  | \$15,937 50 |
| Received from State of Maryland for support of pupils.....                         | 5,475 00    |
| Received from city of Baltimore for support of pupils.....                         | 3,600 00    |
| Received from paying pupils.....   | 480 50      |
| Received from Hon. William Sprague for scholarship.....                            | 150 00      |
| Received from W. W. Coreoran, Esq., for scholarship.....                           | 150 00      |
| Received from George W. Riggs, Esq., for scholarship.....                          | 150 00      |
| Received from Charles Knap, Esq., for scholarship.....                             | 150 00      |
| Received from corporation of Washington for improvement of<br>Boundary street..... | 369 37      |
| Received from sale of hogs.....  | 72 00       |
| Received from sale of old lead.....  | 28 00       |

|  |           |
|--|-----------|
| Received from rent of house.....       | \$35 00   |
| Received from board.....               | 138 00    |
| Received from students for books.....  | 60 92     |
| Received from pupils for clothing..... | 39 15     |
| Balance due the president.....         | 153 14    |
|  | <hr/>     |
|  | 26,988 58 |
|  | <hr/>     |

## DISBURSEMENTS.

|  |           |
|--|-----------|
| Balance from last year due the president .....             | \$384 79  |
| Expended for salaries and wages .....                      | 11,155 65 |
| Expended for medicines and chemicals.....                  | 155 39    |
| Expended for fuel and lights.....                          | 1,767 87  |
| Expended for oats and grain.....                           | 485 10    |
| Expended for blacksmithing.....                            | 82 38     |
| Expended for hardware.....                                 | 104 65    |
| Expended for Essex pigs.....                               | 47 50     |
| Expended for repairs on carriages, harness, &c.....        | 370 84    |
| Expended for freight.....                                  | 58 02     |
| Expended for tuition refunded.....                         | 30 00     |
| Expended for books, stationery, and printing.....          | 521 46    |
| Expended for household expenses, including vegetables..... | 1,329 36  |
| Expended for dry goods and clothing .....                  | 157 62    |
| Expended for philosophical apparatus.....                  | 246 62    |
| Expended for groceries.....                                | 3,229 79  |
| Expended for medical attendance.....                       | 308 00    |
| Expended for meats.....                                    | 3,674 35  |
| Expended for carriage-hire.....                            | 37 00     |
| Expended for repairs and improvements.....                 | 540 26    |
| Expended for funeral expenses.....                         | 30 00     |
| Expended for furniture.....                                | 440 68    |
| Expended for butter and eggs.....                          | 1,618 53  |
| Expended for milk and cream.....                           | 212 72    |
|  | <hr/>     |
|  | 26,988 58 |
|  | <hr/>     |

II.—*Erection of buildings.*

## RECEIPTS.

|                                   |           |
|-----------------------------------|-----------|
| Balance from old account.....     | \$44 66   |
| Appropriation of April, 1866..... | 39,445 87 |
|                                   | <hr/>     |
|                                   | 39,490 53 |
|                                   | <hr/>     |

## DISBURSEMENTS.

|  |             |
|--|-------------|
| Paid J. G. Naylor on contract.....                 | \$25,500 00 |
| Paid J. G. Naylor on contract.....                 | 8,000 00    |
| Paid E. S. Friedrich, architect, for services..... | \$20 00     |
| J. H. Logan, clerk, for services.....              | 150 00      |
| Paid for furniture.....                            | 1,571 72    |
| Paid for plumber's work.....                       | 643 36      |
| Paid for lightning-rods.....                       | 371 60      |
| Balance on hand July 1, 1866.....                  | 2,433 85    |
|  | <hr/>       |
|  | 39,490 53   |
|  | <hr/>       |

III.—*Improvement of grounds.*

## RECEIPTS.

|                                   |            |
|-----------------------------------|------------|
| Appropriation of April, 1866..... | \$3,500 00 |
|-----------------------------------|------------|

## DISBURSEMENTS.

|                                       |          |
|---------------------------------------|----------|
| Paid for labor.....                   | \$208 00 |
| Paid for fences and walks.....        | 737 54   |
| Paid for two work-horses.....         | 225 00   |
| Paid for agricultural implements..... | 32 00    |
| Paid for ornamental iron-work.....    | 75 00    |
| Balance on hand July 1, 1866.....     | 2,222 46 |
|                                       | <hr/>    |
|                                       | 3,500 00 |
|                                       | <hr/>    |

## CHANGES IN CORPS OF OFFICERS.

Since the date of our last report several changes have occurred in our corps of officers and instructors.

Mrs. Thomas H. Gallaudet, who has filled the position of matron since the opening of the institution nine years ago, tendered her resignation in June last, to take effect August 1st.

The reasons for Mrs. Gallaudet's voluntary relinquishment of her office, the regret felt by the friends of the institution at her retirement, and the very high esteem in which her character and services are held by the board, will appear in the appendix to this report, marked A.

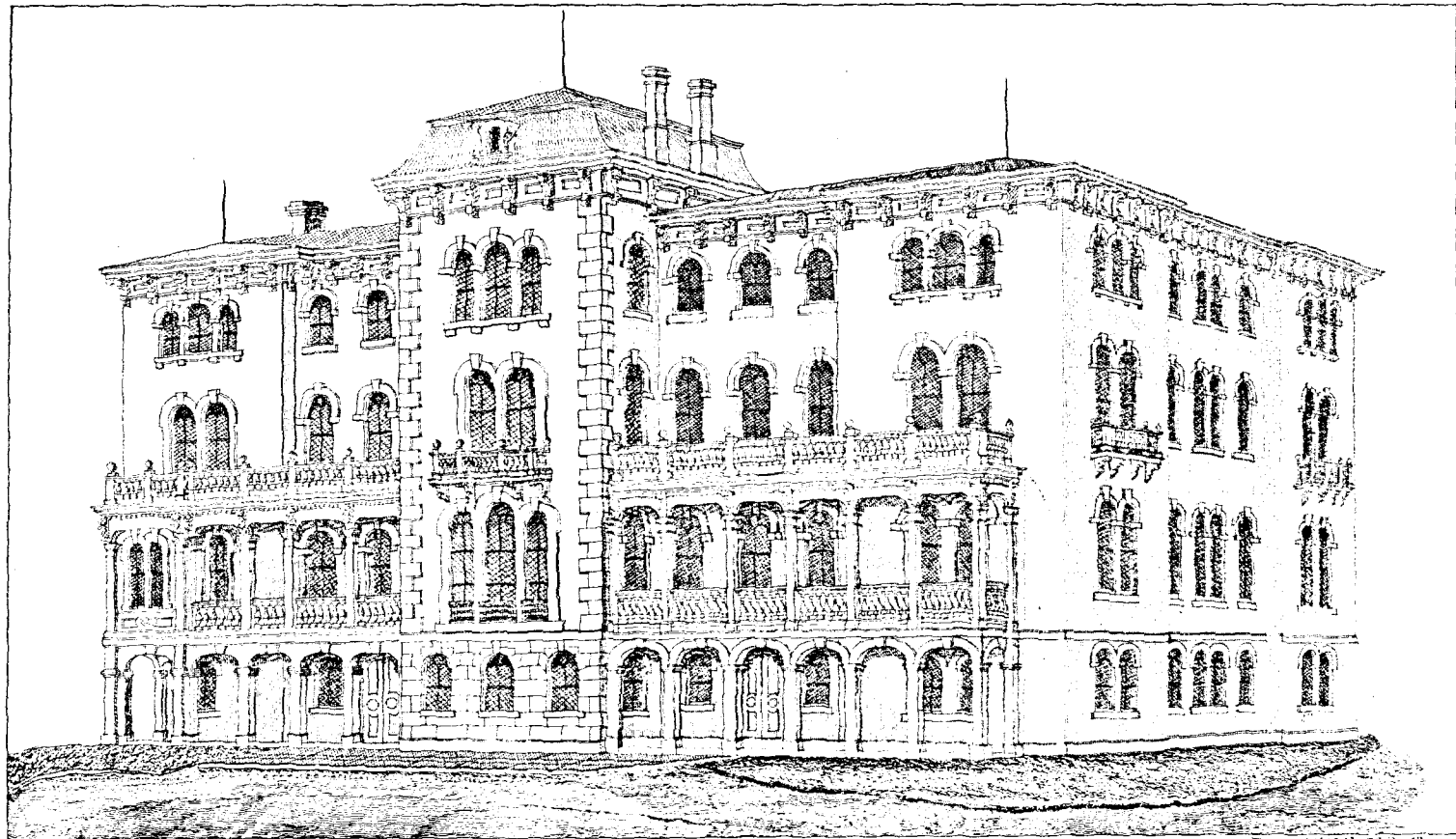
Mrs. Eliza A. Ijams, our former efficient assistant matron, has been appointed to succeed Mrs. Gallaudet, and Miss Anna A. Pratt, a graduate of Mount Holyoke Female Seminary, has been appointed assistant matron.

Mr. Samuel A. Adams, an instructor in our primary department, also resigned his position in June last, and retired at the close of the term. He had proved himself a very competent teacher, and leaves his record among us as a faithful and efficient officer. It is his purpose to reside in Baltimore and engage in the private instruction of deaf-mutes, in which enterprise he has our most hearty approval. The vacancy thus occasioned has been filled by the appointment of Melville Ballard, B. S. Mr. Ballard, having instructed young classes of deaf-mutes successfully during periods of three years each, in the institution at Hartford, and in our own primary department, decided to avail himself of the advantages offered when our college was organized, two years since, and was the first applicant for admission. He pursued a selected course of two years' study, and on the 27th of last June received the degree of Bachelor of Science at our hands and became the first graduate of the college. He has determined, while performing full duty as instructor in the primary department, to continue his studies as a resident graduate of the college, with a view to securing degrees in the arts.

Professor Storrs, who has filled with signal success the chair of mental science and English philology in the college, has resigned his position to take charge of the Gallaudet Scientific School in the American Asylum for the Deaf and Dumb at Hartford, Connecticut.

We greatly regret the loss to the college of his valuable services, but at the same time derive no small satisfaction from the reflection that a very important school, from which already seven students have come to us, will hereafter be under the direction of an instructor thoroughly conversant with the methods and courses pursued here, and who will therefore be able to afford those of his

COLUMBIA INSTITUTION FOR THE DEAF AND DUMB.



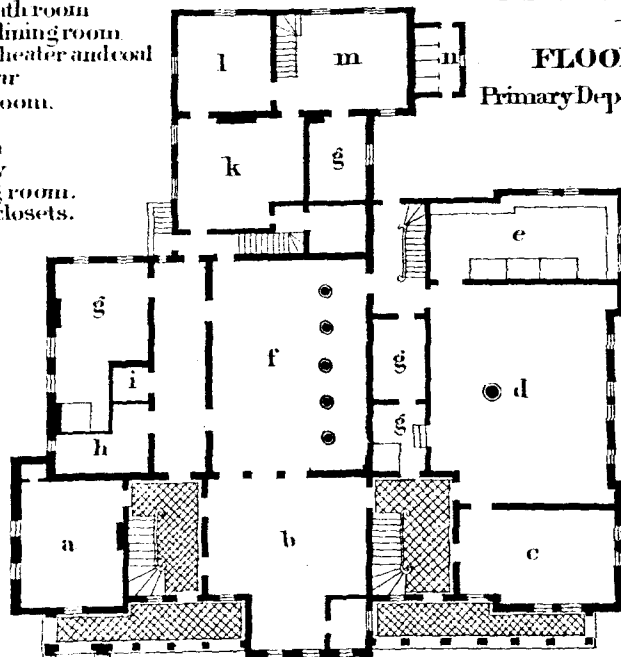
*Emil S. Friedrich, Architect.*

Primary Department Building. — South-east view.

*Bowen & Co. Lith. Philad.*

# FIRST STORY.

- a. Office.
- b. family dining room.
- c. supervisors room.
- d. boys study room.
- e. boys bath room.
- f. pupils dining room.
- g. steam heater and coal cellar.
- h. store room.
- i. pantry.
- k. kitchen.
- l. laundry.
- m. ironing room.
- n. water closets.



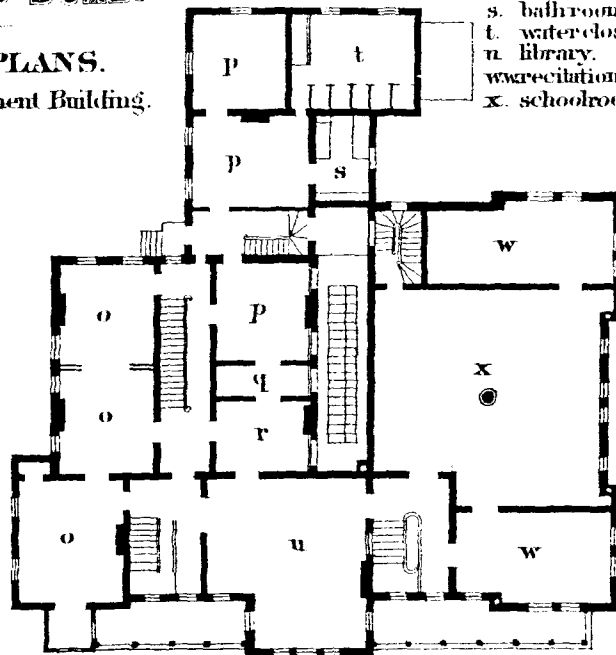
## COLUMBIA INSTITUTION for the DEAF AND DUMB.

### FLOOR PLANS.

Primary Department Building.

# SECOND STORY.

- oo. Presidents room s.
- pp. girls study rooms.
- q. dispensary.
- r. reception room.
- s. bath room.
- t. water closets.
- u. library.
- w. recitation rooms.
- x. school room.



*Emil S. Friedrich*

*Emil S. Friedrich, Architect.*

pupils desiring to enter the college the exact preparation required for admission thereto.

The vacancy caused by Professor Storrs's resignation has been filled by the appointment of Samuel Porter, M. A., for eighteen years a distinguished instructor in the American Asylum for the Deaf and Dumb, for three years an instructor in the New York Institution, and for six years the editor of the American Annals of the Deaf and Dumb.

During the past six years Professor Porter, having retired from his position in the Hartford institution in 1860, has occupied his time largely in metaphysical and philological studies, thereby fitting himself in an especial manner for the position he has here assumed.

A professorship of history and ancient languages in the college has been established during the past year, to which Edward Allen Fay, M. A., a graduate of the University of Michigan, and for three years a valued instructor in the New York Institution for the Deaf and Dumb, has been appointed.

Professor Fay acquired the language of deaf-mutes in his early youth, and comes to us well prepared for the duties of his office.

Early in the month of October Mr. Ijams, an efficient instructor in our primary department, was elected principal of the Tennessee Institution for the Deaf and Dumb, at Knoxville. Greatly to our regret, he has decided to accept the proffered position, and has just left us for his enlarged field of labor. He carries with him our most hearty good-will and earnest wishes for his prosperity and usefulness.

The vacancy occasioned by Mr. Ijams's resignation is not, as yet, permanently filled.

#### THE PRIMARY DEPARTMENT.

The classes in this department are four in number, of which three are separated into two divisions.

The course of study pursued, fully detailed in former reports, has been continued the past year with a degree of success highly creditable to both teachers and pupils.

At the close of the year a critical examination of this department was made by the college faculty, the results of which were entirely satisfactory to the examiners.

The peculiar system of instruction pursued in this department, in common with other schools of a similar grade in this country, has been criticized somewhat severely, and we think unjustly, in the report of the Massachusetts Board of State Charities to the legislature of that State in January of the present year.

The statement made, in the publication referred to, that instruction in articulation has not been made a prominent feature in the American institutions for deaf-mutes, is correct. But to argue thence that the methods of instruction practiced in this country should be abolished, is certainly poor logic, if it is in good taste.

Gentlemen skilled in the art of deaf-mute instruction have made from time to time thorough investigations of the articulation method pursued in some of the European schools; and their united testimony thus far has been that the results secured by this system, though in certain exceptional cases made to appear notable and even marvellous, are on the whole of little practical value to the mass of deaf-mutes, especially to such as are born deaf; and that the time and labor involved in their attainment may, to a very considerable degree, be properly declared squandered.

The exceptional cases above referred to are usually semi-mutes, *i. e.*, persons who have become deaf after having learned to speak more or less perfectly.

That the deficient articulation of children and youth thus afflicted may be



greatly improved by judicious teaching, is universally admitted; and this has been done in some of the schools of this country, with perhaps as good success as in the German schools. [See Appendix B.] If aught is left undone in this particular in the several institutions, the remedy is simple and easy. We have but to send a competent person to Europe to gain a knowledge of the methods pursued there, who may on his return impart his acquirements to others, and within a short time classes for special instruction in articulation may be made sufficiently numerous in the existing institutions of the country to meet all cases likely to be benefited by this kind of training.

It has been established, we think, beyond a question, that the vocal organs cannot be made to perform their *complete and proper* functions without the aid of the ear.

We do not hesitate to affirm that when deafness is congenital, or when it supervenes before the auditory nerve has had opportunity to perform its wondrous and subtle training of the muscles of the throat, lips, and tongue, no amount of teaching or effort can produce more than a very imperfect and limited power of articulation, much less can it suffice to the acquirement of fluent and correct vocal utterance.

The real benefits of the system so highly lauded in certain quarters are, therefore, restricted to the few semi-mutes who had, before losing their hearing, secured a partial control of their organs of utterance.

It would then hardly seem wise to abolish a system of instruction which has long been practiced with entire success in this country, and which has also the indorsement and approval of many of the European schools, that in its stead might be introduced a system which can at the best confer advantages of secondary importance on but a small proportion of the class it proposes to educate.

We take it as very weighty if not decisive evidence as to the superiority of our Franco-American system (as it may be appropriately termed) over all others now in use, that during a period of fifty years, in twenty-four separate institutions, in as many distinct States of the Union, under the management of organizations entirely independent of each other, it has been adopted *and is now maintained*, omitting nothing that was deemed an essential feature thereof by Dr. Gallaudet when he introduced it into America, in 1816.

Two public institutions only in this country have ever attempted to carry out any other system. And these, soon convinced of the inferiority of their methods to that of Dr. Gallaudet, made haste to substitute his system, attaining thereafter the highest success. We refer to the institutions at New York and Philadelphia.

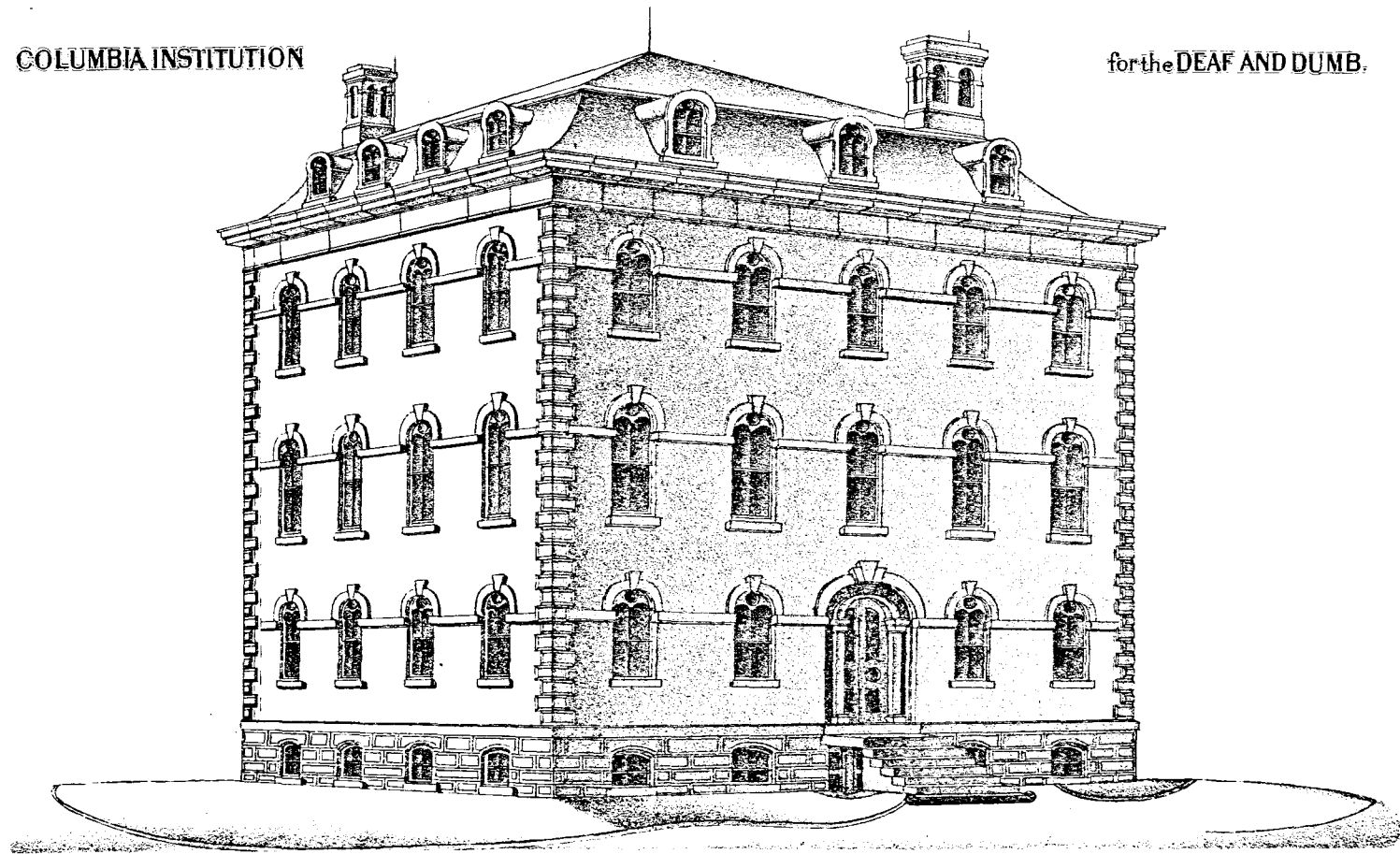
This unbroken unanimity of governors of States, congressional and legislative committees, boards of directors, and hundreds of educated men engaged in the instruction of deaf-mutes, representing all parts of the land, and extending through half a century rich beyond comparison in scientific discovery and educational advancement, ought, we think, to satisfy every reasonable mind that no method of instructing deaf-mutes hitherto devised is equal in excellence to that followed in our American schools.

And yet, so far are we from being wedded to any particular method *to the exclusion of others*, and so willing are we to add to the suggestion of any respectable and intelligent persons anything which may seem likely to benefit the class (or any portion of it) for whose advancement all our efforts are put forth, that we are now maturing plans for extending increased facilities in the study of articulation to semi-mutes, thereby meeting the proper demands of those of this class attracted in considerable numbers to our college.

A practical test may thus be made of the value to the deaf of instruction in articulation, and at the same time the unhappy consequences be avoided which would be sure to follow an abandonment, even in a single State, of our present system and methods. Appended to this report, marked B, will be found a paper to which we would invite special attention, as presenting, in the experiences of

COLUMBIA INSTITUTION

for the DEAF AND DUMB.



*Emil S. Friedrich, Architect.*

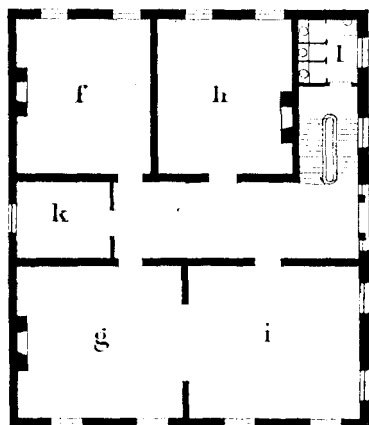
College Building. Southeast view.

Bowen & Co. Lith. Philad.

# COLUMBIA INSTITUTION for the **DEAF AND DUMB.**

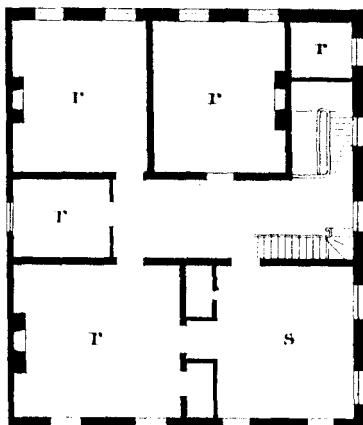
## FLOOR PLANS, College Building.

**SECOND STORY.**



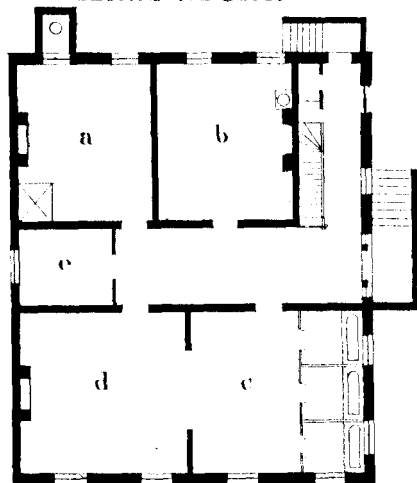
f, g study rooms  
h, i recitation rooms  
k, cabinet  
l, water closet

**FOURTH STORY.**



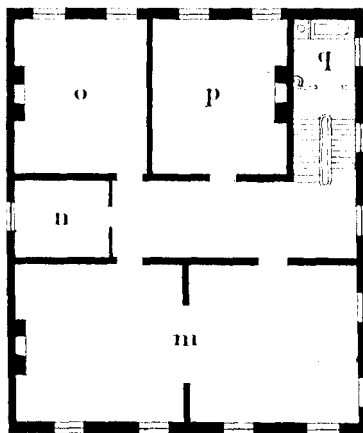
r, r, r dormitories.  
s, Professor's room.

**FIRST STORY.**



a, steam heater and coal room.  
b, laboratory  
c, bath room.  
d, reading room.  
e, fireman's room.

**THIRD STORY.**



m, chapel.  
n, President's Office.  
o, Art Studio.  
p, recitation room.  
q, bath room

*Emil S. Friedrich, Architect.*

*Emil J. Gallaudet  
Pres.*

two intelligent youths, an instructive comparison as to the relative value of the German and American systems.

Kaufman, the German, was four years in the school at Pforzheim, the largest and one of the best schools in Germany.

Parkinson, the American, was three years in Hartford school, the oldest and one of the best in this country.

Both these young men are now pursuing their studies here—one in the college, the other in the primary department.

#### THE COLLEGE.

The success attending our efforts to afford deaf-mutes an opportunity of securing the advantages of college training has been greater than was anticipated.

Twenty-five students are now gathered here from fourteen States of the Union, representing the eastern, western, middle and southern sections of the country, and coming from eleven different institutions for the deaf and dumb.

Two of these resigned eligible situations as teachers, and two others declined proffered positions of a similar character, that they might fit themselves for higher usefulness hereafter.

As an evidence of the value set upon the course pursued here in fitting young men to become capable teachers of the deaf and dumb, it may be stated that our single graduate of last June received three invitations to teach, with one of which (in a western institution) was tendered a larger salary than has ever been paid to a deaf-mute teacher of mutes in this country.

With results so satisfactory at the very outset of our efforts in this direction, we feel confident the time is not distant when each institution and every State of the country will have its representatives here, to bear back, in due time, to the communities in which they dwell whatever of good may be derived from a thorough systematic course of mental training, in literary and scientific studies, equally valuable, if not precisely identical with that pursued in our best American colleges.

Thinking it possible that there may be those having an interest in educational efforts, who, through lack of information, may incline to question the practical value of a college for deaf-mutes, we append to this report an extract (marked C) from a pamphlet published last January relative to the college, to which we would invite attention, in the belief that the arguments therein set forth will make plain the desirableness of placing within the reach of deaf-mutes the higher courses of study, which among hearing and speaking persons have ever been deemed essential to a finished education.

We have been encouraged in this special feature of the institution by assurances of approval from prominent educationists, both in this country and in Europe.

Among those from countries other than our own, one from Canon de Haerne, member of the Belgium Chamber of Representatives, and director of the royal institution for the deaf and dumb at Brussels, will serve as an example.

In a recent treatise, after detailing the incidents of the foundation of the college, he makes the following pertinent remarks on the influence it will have among the great body of deaf-mutes in the world:

"It is evident that the number of deaf-mutes qualified to enter these advanced courses will be small and must be chosen from the primary schools. If, then, these have not a common method of instruction, the persons selected must encounter difficulties and embarrassments in the central institution. \* \* \* Yet who will dare deny the high benefits of this institution both to those who, not being able to rise above the level of elementary instruction, thus acquire the consoling conviction that they are not to be considered the pariahs of the world, but that they partake, through the scientific degrees of their companions in misfortune, of all the rights and dignity of mankind."

The course of study marked out by the faculty for the college corresponds in general to what is known as the academical course of the best American colleges. Such modifications, however, have been made as seemed desirable and necessary to adapt it to the peculiar wants of the deaf and dumb.

In the ancient languages, while special attention is paid to their construction and analysis, and to their etymology in its bearings upon our own tongue, and while a thoroughness, extent, and variety in translation is aimed at, which, it is believed, will enable the student to render any classical author with readiness and ease, the amount of Latin and Greek *read in college* is considerably less than in the ordinary course. More time is thus gained for French and German, which are made regular studies of the college course, and for the critical study of the English language, in the history of its origin and growth, its derivations, analysis, and construction, and its matchless literature. To these branches and the grand philological principles underlying all language a greater prominence than usual is accorded.

A thorough course of instruction in the natural sciences and in mathematics is given; history, metaphysics, and political science also receive a full share of attention. Art studies are likewise pursued, but these latter are at the option of the student.

#### ENDOWED SCHOLARSHIPS.

The laws regulating the admission of pupils into the institution secure free education only to the residents of the District of Columbia who are unable to pay the expense of their tuition here, and to children whose fathers are in the military or naval service of the United States.

Whether it would be proper to extend the limit of free admission, so that poor students coming from the States to secure the advantages offered in our collegiate department may be admitted without charge, is for Congress to determine.

It would seem, perhaps, no more than just that an institution sustained *by the States*, and offering advantages to a peculiar and afflicted class of persons which are not and cannot be afforded in the local institutions, should be as free to the citizens *of the States* as to those of the federal District and to children of the army and navy.

But without waiting for legislation, which at a future period may become necessary, steps have been taken to secure the means of support for those seeking admission from the States, who are unable to meet the whole expense of their education here.

Solicitations of funds have been made from private individuals for the endowment, either by pledge or by actual payment, of scholarships, which shall yield an annual income of one hundred and fifty dollars each; this sum being sufficient to meet the actual cost of supporting a student during the forty weeks of our academic year.

Eleven of these scholarships have been secured, from which an aggregate income of one thousand six hundred and fifty dollars per annum will accrue, and upon them have been placed eleven worthy young men, representing the States of Vermont, Connecticut, Pennsylvania, Maine, Massachusetts, New York, Illinois, Michigan, and Wisconsin.

The founders of these scholarships are as follows, viz:

Hon. Amos Kendall, Washington, D. C.

Messrs. Jay Cooke & Co., Washington, D. C.

Thomas Smith, Esq., Hartford, Connecticut.

Edson Fessenden, Esq., Hartford, Connecticut.

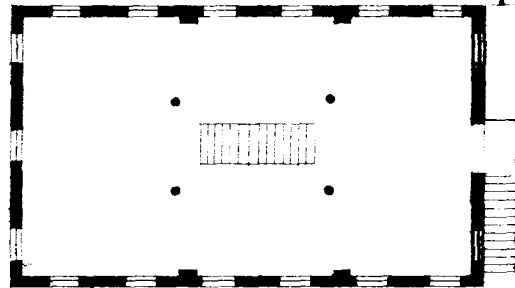
Each of these agrees to endow one perpetual scholarship with the principal sum of two thousand five hundred dollars (\$2,500,) provided ten similar endowments are obtained.

# COLUMBIA INSTITUTION for the DEAF AND DUMB.

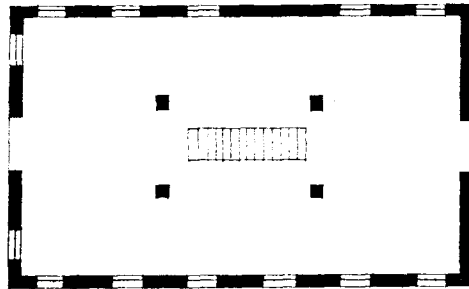
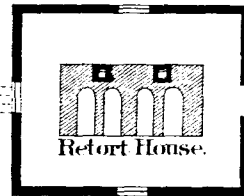
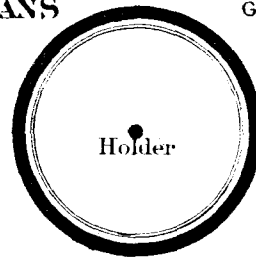
SHOP.

FLOOR PLANS  
of

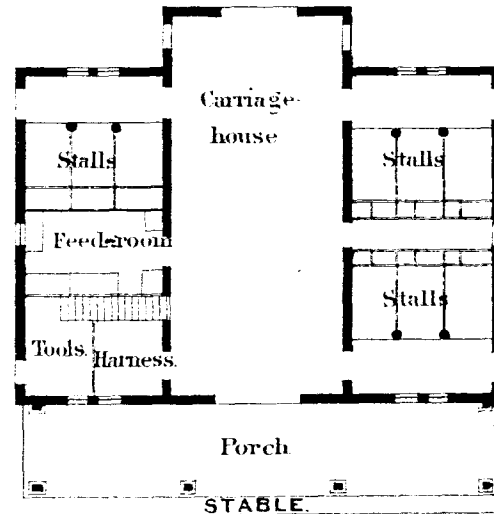
GAS WORKS.



SECOND STORY.

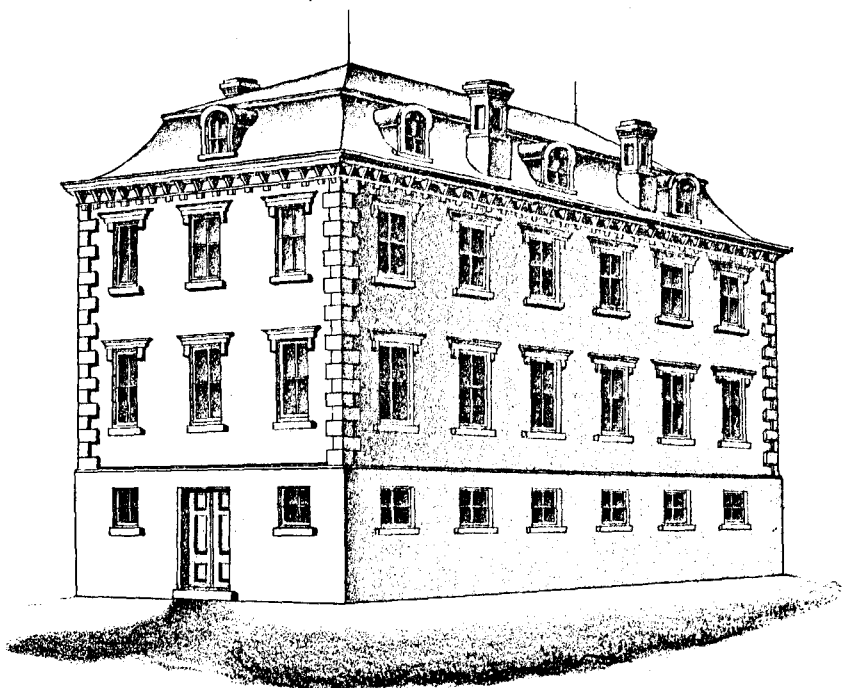


FIRST STORY.

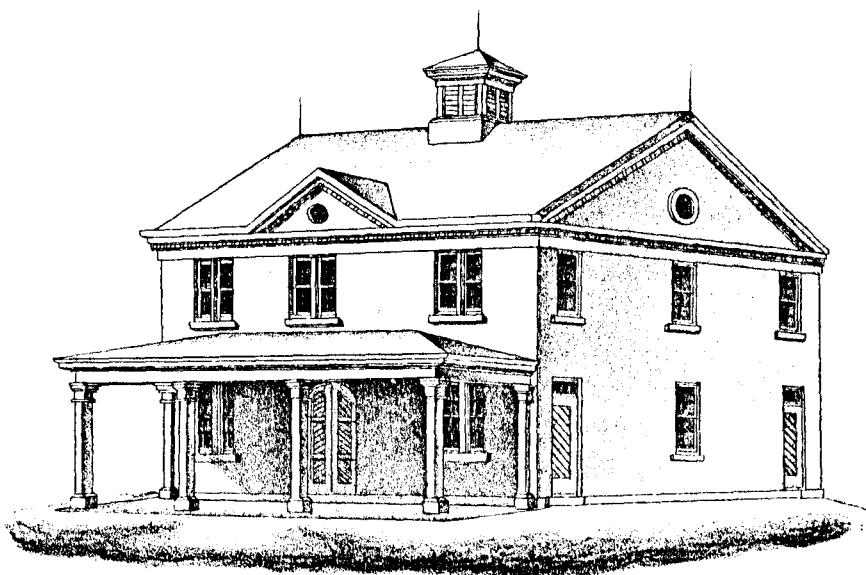


*Emil L. Friedrich*

*Emil L. Friedrich, Architect.*



Shop building Southwest view.



Stable. Southeast view.

COLUMBIA INSTITUTION for the DEAF AND DUMB.

The following gentlemen have each subscribed scholarships of one hundred and fifty dollars per annum :

George W. Riggs, Jr., Esq., Washington, D. C.

Hon. B. B. French, Washington, D. C.

Charles Knap, Esq., Washington, D. C.

Wm. W. Corcoran, Esq., Washington, D. C.

Hon. Wm. Sprague, Rhode Island.

George Merriam, Esq., Springfield, Massachusetts.

A friend who desires his name and residence withheld.

Four youths in the college, from Maryland, Pennsylvania, Michigan, and Wisconsin, are yet without means of support here. Their cases, however, will undoubtedly soon be provided for, and it is our purpose to extend solicitations for our scholarship endowment, until the necessity therefor shall cease to exist.

#### INSTITUTIONS FOR DEAF-MUTES IN THE UNITED STATES.

The national character and relations which this institution has come to sustain in the enlarged sphere of operations incident to the establishment and progress of the college, render it important, in order to a proper comprehension of the scope of our work, that Congress should understand somewhat of the existing condition of the various State institutions.

Appended to this report, marked D, will be found a table of statistics bearing on this point, from which it appears that the number of institutions established in the country is twenty-four; now in operation, twenty-two, with two thousand four hundred and sixty-nine pupils in attendance, under the tuition of one hundred and nineteen instructors.

From this it will appear that we may reasonably expect, and should be prepared to receive in the collegiate department a considerably larger number of students than we have now under instruction. Probably accommodations for one hundred would not be in excess of the demand likely to arise within a few years.

The buildings of the institution have been greatly improved during the past year. The extension to the primary department is finished, and this portion of the institution may now be considered as complete. The first section of the college building is also finished and occupied. Drawings are herewith submitted showing the ground-plans and elevations of these buildings. The internal arrangements are in accordance with designs prepared by the president of the institution. The exteriors were planned by Emil S. Freidrich, Esq., architect, of Washington city, who has superintended the execution of the work with great faithfulness and to the entire satisfaction of the board.

The contracts for the buildings were awarded to Mr. James G. Naylor, builder, of Washington city, whose proposals were much below those of his competitors; and it is but simple justice to him to say that he has fulfilled his engagements in a manner both creditable to himself and pleasing to the authorities of the institution.

The new stable and carriage-house, the shop, and the gas-house estimated for in our last report, are now in process of construction. They will probably be completed and occupied by the first of January next. Drawings of these buildings are also submitted herewith.

The improvement of the grounds, in pursuance of an appropriation made at the last session of Congress, has been commenced, after a plan furnished by Messrs. Olmsted, Vaux & Co., the well known architects of the Central Park, New York. Their design for the grounds and for the completion of our buildings is submitted herewith, together with a report, marked E, in the appendix, embodying important suggestions in relation to the proper arrangement of our premises.



Their plan, although prepared within the past four months, includes all the buildings we have heretofore erected, retaining them in their present locations, and so arranging the necessary additions thereto as to make a most perfect and suitable grouping of the whole.

The amount necessary to complete the institution, according to Messrs. Olmsted, Vaux & Co.'s design, cannot be exactly estimated in the present unsettled state of prices. Enough, however, can be determined to make it certain that, with a moderate annual appropriation, the work may be finished within three or four years, involving, in the total outlay, a sum not greater than that expended by the single State of Ohio for her deaf and dumb institution, and considerably below the cost of the Insane Asylum in this District, although that work was mainly effected when the expense of building was fifty per cent. less than at the present time.

It will be noticed that Messrs. Olmsted, Vaux & Co. recommend in their report the enlargement by the purchase of a strip of ground two hundred feet in width on our western boundary. The desirableness of this acquisition will be apparent on an inspection of the drawing, and we have included in our estimate for next year an amount deemed to be sufficient to cover the cost of the land.

#### ESTIMATES FOR NEXT YEAR.

For the support of the institution, including one thousand dollars for books and illustrative apparatus, twenty-five thousand dollars.

For the erection, furnishing and fitting up, of additions to the buildings of the institution, to furnish additional accommodations for the male and female pupils and for the resident officers of the institution, fifty-four thousand six hundred and seventy-five dollars.

For the enlargement and further improvement of the grounds of the institution, seven thousand five hundred dollars.

In preparing our estimate for the support of the institution, we have based our calculations on a continuance of present prices, and an increase in our numbers of about twenty-five per cent. It is believed that the amount asked will not be too large for the required outlays, and, at the same time, that it will be sufficient to cover all expenses actually necessary to the well-being of the institution.

The amount asked for the extension of our buildings will be needed to enable us to provide accommodation for those likely to seek admission here during the year ending June 30, 1868.

Taking the action of Congress in the past as evidence of an intention to carry forward the benevolent work placed under our direction, until the institution shall, in its completeness, be a faithful exponent of the Christian philanthropy of a generous and enlightened people, we respectfully recommend that appropriations be asked at the approaching session, in accordance with the foregoing estimates.

By order of the Board of Directors :

E. M. GALLAUDET, *President.*

HON. O. H. BROWNING,  
*Secretary of the Interior.*

## APPENDIX A.

At the regular quarterly meeting of the Board of Directors of the Columbia Institution for the Deaf and Dumb, held September 25, 1866, the following preamble and resolutions were, on motion of Dr. Sunderland, unanimously adopted :

Whereas this board, apprised of the fact of the retirement, as matron, from this institution, of Mrs. Thomas H. Gallaudet, and deeming this a fit occasion for some expression of their sentiments towards this esteemed and beloved friend, for so many years connected with this institution, caring for it, indeed, with a mother's care, in the times of its infancy and comparative helplessness, thus having here accomplished the fulness of her task in this last important work of her earthly mission, and by reason of age and infirmity being now constrained to cease from all active participation in the public and philanthropic enterprise to which the later years of her life have been devoted ; and whereas it is eminently proper that we should put in some permanent form, in testimony of our own promptings, some tribute to a character so pure and a devotion so distinguished : Therefore,

*Resolved*, That we recognize in Mrs. Gallaudet one who was associated for many years in the nearest earthly relationship with a noble Christian benefactor, (in our country the pioneer and founder of institutions for the deaf and dumb,) and who, though herself knowing the loss of speech and hearing, and for years past walking in widowhood, has given her best energies to the cause of the afflicted, and left not only a bright record of her manifold personal services, but also a living monument in her philanthropic and devoted sons.

*Resolved*, That in her retirement now in the ripeness of her years and honor, and ceasing, as is most fit, from all those public, active labors and high responsibilities which she has so long sustained, she will bear with her for the remainder of her life our heartfelt appreciation of her many virtues and sterling worth, and our earnest prayers that her last days may be her best days, and that she may find at length in another state of being the perfect rest and reward which are promised to all the good.

*Resolved*, That this action be entered on the minutes, and published in the annual report, and that a copy of the same be transmitted to Mrs. Gallaudet by her son, the president of this board.

Attest :

DAVID A. HALL.

*Secretary pro tem.*

## APPENDIX B.

## THE GERMAN AND AMERICAN SYSTEMS OF DEAF-MUTE INSTRUCTION COMPARED.

The essential difference between these two systems is that in the German schools articulation is made the great end and aim, all other things being deemed of secondary importance ; while in the American schools the chief object is to expand the mind of the pupil, to fill it with useful information, and to enable him to communicate readily with the world through the means of written and printed language.

It is claimed by the friends of the American system that the *results* attained in our schools, supposing the same period of instruction to be given in both cases, are of much greater value to the deaf-mute than those which are exhibited in graduates of the German schools.

An excellent opportunity for testing this question has lately arisen in this (the Columbia) institution.

A German youth, named Kaufmann, for two years past a pupil here, was first instructed, at Pforzheim, in the largest of the German schools, which has had an existence of forty years through which to improve and perfect its methods.

With a view of eliciting information in regard to the course of instruction followed at Pforzheim, and its results, the following questions, given in writing, were placed in the hands of this young man.

The answers were also in writing, and are inserted here verbatim from his manuscript:

Question 1. At what age did you become deaf?

Answer. I became deaf from sickness when I was nine years of age.

Question 2. Had you learned to speak before you became deaf?

Answer. I had learned to speak as a child speaks, before I became deaf.

Question 3. How long were you in school at Pforzheim?

Answer. I was in school at Pforzheim four years. I entered when I was twelve years of age.

Question 4. What did you study while there?

Answer. My studies were the Scriptural catechism, geography, arithmetic, (the first four rules,) and articulation.

Question 5. How much time each day did you spend studying articulation?

Answer. The first and second years I spent half an hour each day; the third and fourth years I spent two hours a day.

Question 6. Can you make your family friends understand what you wish to by speaking with your lips?

Answer. Yes, sir; pretty well.

Question 7. Do strangers understand what you say to them with your mouth?

Answer. No, sir; I often find it necessary to write to them.

Question 8. Can you read easily from the lips of strangers?

Answer. No, sir.

Question 9. Can you understand what is said by the minister in church or by a public speaker?

Answer. No, sir; not in the least.

Question 10. At Pforzheim did your teachers and schoolmates commonly converse with you with the mouth, or by signs?

Answer. Each of my teachers and schoolmates naturally talked to me by signs.

Question 11. How did you generally talk to them?

Answer. I generally talked to them by making signs.

The first nine questions above given were also placed in the hands of an American youth, named Parkinson, with the single change in the third question of the word Pforzheim to Hartford.

The answers which follow were furnished in writing, and are copied verbatim:

Answer 1. At the age of eight years and ten months.

Answer 2. I had learned to speak as well as children usually do when nine years of age.

Answer 3. I entered the Hartford school when I was twelve, and remained three years.

Answer 4. I studied arithmetic, English history, geography, natural philosophy, English grammar, anatomy, Latin, and the history of the United States.

Answer 5. Fifteen minutes to half an hour, daily, for the first year only.

Answer 6. I can, quite easily.

Answer 7. By speaking slowly I am generally able to make them understand.

Answer 8. No, sir; not at all.

Answer 9. No, sir.

It will be noticed, upon a comparison of the answers of these young men, that both belong to the class termed semi-mutes; that both lost their hearing at

about the age of nine years; that both had learned to speak before becoming deaf; that both entered their respective schools at the age of twelve.

Up to the time, therefore, of their coming under instruction in the special institutions, their advantages and disadvantages were evenly balanced.

One remained at Pforzheim four years; the other at Hartford three. The German youth, then, should have more to show as the result of his instructions than the other.

Let us see if this is the case, looking first at the matter of articulation, which is the specialty of the German schools.

Kaufmann was taught what would be equivalent to five hours a day for one year.

Parkinson received but a half-hour's tuition daily, for one year.

And yet, on comparing the answers to questions six, seven, eight, and nine, we find the latter surpassing the former in his facility of oral utterance, while in the ability to read from the lips of others the German has no advantage over the American.

We are, therefore, forced to the notable conclusion that *even in articulation* the crowning glory of the German method, and with a boy who spoke until he was nine years of age, the results attained are not equal to those reached with a boy similarly circumstanced, who had only the advantages furnished in the Hartford school, where, in the words of a somewhat prominent critic—

"The friends of the system of articulation do not believe it ever can have a fair trial, because the managers have the whole power in their hands, and being honestly and firmly wedded to the old system, will feel obliged to adhere to it."—*Second Annual Report of the Massachusetts Board of State Charities, Boston, 1866.*

The same authority makes the following sweeping assertion:

"If our mutes, educated at Hartford, had been taught articulation, and taught as well as children are taught in the German schools, they might attend public worship in our churches; they would all partake the common spirit of religious devotion, (which public worship does so much to strengthen;) most of them would seize the sense and meaning of the services and sermon; and the intelligent ones would catch enough of the very words of the preacher to understand his discourse. This statement is not made hastily or thoughtlessly."

And yet Kaufman, when asked if he could understand what is said by a minister in church or by a public speaker, replies, "Not in the least;" which somewhat conflicts with the idea advanced above.

Turning now from the subject of articulation, let us compare in the two cases under review the results of their courses of study in other particulars.

The time appropriated in Kaufmann's case to the branches deemed important in the education of youth was only sufficient to give him an imperfect knowledge of the four ground rules of arithmetic, a little geography, and Scripture lessons; while Parkinson went thoroughly over the whole of arithmetic, algebra to quadratic equations, giving considerable attention to geography, history, grammar, natural philosophy, and anatomy, and taking a daily exercise in Latin for nearly a year.

Parkinson on coming here a year since was able to enter the freshman class in the college.

Kaufmann having gained a good knowledge of English during his two years' stay in this institution, has still to spend two years, at least, in preparing to enter the college.

If those who have followed this article thus far will accept the testimony of these young men as reliable, and our statement that both have more than ordinary intelligence, further argument is unnecessary to prove what was claimed in the outset as to the comparative merits of the German and American systems.

If, on the other hand, the facts we bring forward are doubted, arguments will fail to carry conviction. They are, therefore, superfluous in this connection.

There is, however, another important consideration bearing on the question, to which we would direct attention.

The American system may be made to include all that is really valuable in the German; while the latter, in consequence of greatly over-rating articulation, and giving undue prominence and time to its instruction, must necessarily omit very much that is of value in the former.

We would also notice the fact elicited from Kaufmann, that in the ordinary intercourse of the Pforzheim school, *the sign language was used by both teachers and pupils.*

This would seem to indicate that articulation, even within its own undisputed realm, and under the most favorable circumstances, did not prove a convenient, perfect, or agreeable method of communication between deaf-mutes and their friends.

## APPENDIX C.

### ORIGIN AND DESIGN OF THE COLLEGE.

The Columbia Institution for the Instruction of the Deaf and Dumb, located at Washington, D. C., was incorporated in the year 1857, and has since that time been sustained by Congress as the institution where government beneficiaries, viz., deaf-mute children of the District of Columbia and of the army and navy, should receive free education.

While the primary object of the institution, as thus incorporated, was to provide for the ordinary instruction of these two classes, the terms of its organic law foreshadowed the ultimate extension of its scope and benefits much beyond this point. The act of incorporation gave the directors full discretion as to the length of the course of study to be pursued in the institution, and permission to receive students from any of the States and Territories of the United States, on terms to be agreed upon by the proper authorities.

To give practical efficiency to these provisions the managers of the institution decided to organize a collegiate department, and Congress was therefore applied to for an amendatory act, authorizing the institution to confer collegiate degrees. Such an act was passed in April, 1864, and shortly afterwards the directors extended the range of study so as to embrace a college course, and divided the institution into two departments, giving to the advanced department the name of the National Deaf-Mute College.

The object of the directors in establishing a school of this grade, unprecedented in the history of deaf-mute instruction, was in part to prove, what had been doubted by some, that persons deprived of the senses of hearing and speech could, in spite of their disability, engage successfully in the advanced studies pursued in colleges for the hearing. The more important end in view, however, was to afford to a class of persons in the community, already numerous and increasing steadily with the population, an opportunity to secure the advantages of a rigid and thorough course of intellectual training in the higher walks of literature and the liberal arts.

The experience of nearly two years in the progress of the college has fully satisfied those familiar with its workings, that their assumption as to the ability of deaf-mutes to master the arts and sciences was well founded; while, at the same time, the expressions of interest which the enterprise has called forth from instructors of youth, from deaf-mutes and their friends, and from the public journals, are taken as evidence that the community approved the undertaking.

While a general admission on the part of benevolent and liberal-minded people

is yielded as to the desirableness of a college for deaf-mutes, questions have been presented by some, proceeding mainly from a lack of information on the subject, touching the demand for such an institution, and the practical value of a collegiate course of study to persons who are, by reason of natural disability, debarred from entering upon the full practice of any of the learned professions. Briefly to answer such questions, is one of the objects of this publication.

The number of deaf-mutes in the country as stated in the last census report was about thirteen thousand. Of these, upwards of two thousand were being taught in twenty-two separate schools.

Since 1860 the published reports of the various institutions show an increase in attendance of about four hundred pupils, and an addition of two to the number of institutions. There is every reason to suppose that, with the improved facilities which are being provided in many of the States, and a more general understanding in the new States as to the possibility of educating the deaf and dumb, the number under instruction in 1870 will not fall far short of three thousand.

That among so many, intelligent youth enough would be found, desirous and capable of pursuing an advanced course of study, to warrant the establishment of a college, will not be doubted by any candid and reflecting mind.

Were the ratio as small as one in fifty, there would still be found sixty to form the college, a number amply sufficient for an effective and profitable organization.

That so large a class in the community, and one laboring under peculiar disabilities, should be forever denied the advantages of higher education, lavishly accorded to the more favored hearing and speaking youth of our country, will scarcely be urged, save by narrow and selfish minds.

Turning, then, to a consideration of the practical advantages of collegiate instruction to those deaf-mutes capable of receiving it, a very important field of labor immediately presents itself, wherein highly educated men are constantly needed, and where the deaf-mute, with corresponding mental culture, may prove in most respects the equal and in some the superior of his hearing and speaking co-laborer. We refer to the primary instruction of the deaf and dumb.

The difficulties encountered in the instruction of mutes make it necessary to employ one teacher for each fifteen or twenty pupils. Three thousand children in school at one time would then demand the constant attention of from one hundred and fifty to two hundred instructors.

To meet the vacancies naturally occurring in this number of teachers by reason of resignation, removal, or death, an accession of at least fifteen would be required annually, creating a demand in the very institutions from which they come for the services of a large proportion of the yearly graduates of the college.

In reply to the possible question whether a high degree of intellectual culture is an essential qualification of an instructor of the deaf and dumb, it may be stated as the result of an experience of fifty years in this country, that while, in what may be termed the infant classes, teachers of especial natural fitness may be satisfactorily employed who have not received the benefits of a liberal education, in a majority of the classes success can only be attained by instructors who have secured the acquisitions and mental discipline afforded in a collegiate course of training.

And it is equally true that the efficiency and usefulness of teachers, even of the elementary classes, would be increased were their own grade of attainments raised above its present standard.

No error can be greater, nor more hurtful, wherever it exercises any authority, than the supposition that it is an easy task to impart the elements of knowledge to the deaf and dumb, or that their teachers need no other qualifications than an acquaintance with the sign language, added to those which might suffice for a teacher in a primary school for the hearing and speaking.

The difficulties encountered in opening the darkened and bewildered mind of the deaf-mute to the intricacies of written language cannot be adequately described

in words, and all who fairly consider the subject, having had an insight into the methods necessarily employed, will, it is believed, be ready to admit that the successful instruction of the deaf and dumb takes rank, as an intellectual achievement, with the highest efforts of the human mind.

The following extracts from the fourteenth and fifteenth annual reports of the directors of the New York Institution for the Deaf and Dumb (1832-'33) are worthy of consideration in this connection :

"We all know the difficulty of acquiring an unknown tongue. We all know the perplexities which obstruct our progress in the endeavor to acquaint ourselves with the Latin or German. And how few among those who can read these and other languages with facility can write or speak either. Yet we have, in the very beginning, an instrument to aid us which gives us an advantage over the deaf and dumb, like that which the mechanical powers afford above mere animal strength, directly exerted. This instrument is grammar—for grammar is not peculiar to any individual language, but extends itself in all its essential principles over the whole field of artificial communication. In acquiring the French or the German, we have only to substitute new names and new inflections for others already known. We construct a machine of new materials, with certain trivial modifications, upon a model before our eyes, but the deaf and dumb have yet to learn the principles on which the machine was originally constructed. They have not merely to translate, but to invent. Are not talents, are not ingenuity and mental discipline necessary in the man whose task is to lead them onward in this process of invention? Few persons understand how artificial, how intricate, in fact, how anomalous, are the combinations of words upon their lips every hour of the day. Their knowledge of language has been imperceptibly acquired, and they do not reflect that this language is a structure which has been growing more complicated since time began. No person, in fact, can be conversant with the deaf and dumb for any space of time without being convinced that to teach them even the elements of language requires a greater knowledge of the workings of the human mind, a more philosophical acquaintance with the great medium of communication, and a more thorough intellectual discipline on the part of the instructor than is required in any other branch of education."

"Talent and thorough education on the part of their teachers they (the directors) have regarded as absolutely essential. In fact, in the education of deaf-mutes, they can hardly conceive complete success without these qualifications. The nature of the task, indeed, is as widely different from what it may appear to the superficial observer as order is remote from chaotic confusion, or as the certainty of science is exalted above the vagueness of conjecture. To him whose business it is to convey to the minds of children, possessing the privilege of speech, the rudiments of knowledge, an acquaintance with mental philosophy, or a familiarity with metaphysical inquiries, however desirable, is not deemed indispensable. And why? It belongs to him to impart facts, and not principles; knowledge, and not the artificial medium through which the same knowledge is to be made to reappear. It is easy to find instructors of the deaf possessing, to as high a degree of perfection as the deaf themselves, the power of communicating to others facts of whatever description independently of sound, while they may still be incompetent to the execution of the task to which they are summoned. And the reason is, simply, that this great task consists in teaching, not facts, but language; the power of communicating thought through a medium entirely novel, constructed on philosophical principles, out of materials having no peculiar adaptation in nature to the purposes which they are made to fulfill. To the instructor of deaf mutes, therefore, the philosophy of language in general is of more consequence than the nomenclature of any one in particular, and the study of mind in its faculties and its operations is essential to success."

To perform the double office of opening to mutes higher possibilities in the position of teacher, and to furnish a reliable source whence the institutions may

secure talented and well qualified instructors is one of the aims of the college; one which would of itself warrant all the contemplated expenditure of labor and money.

And yet this is by no means the only practical advantage to be secured to the deaf and dumb as the result of the liberal education of a portion of their number.

To the graduates of the college are opened many fields of effort hitherto unattainable to deaf-mutes as a class.

The disability of deafness interposes no obstacle to success in literary and scientific pursuits. The silent voice of the editor and the author may reach a larger audience and be more potent for good than the silvery tongue of the orator. The calm eye and steady hand of the astronomer and the chemist may gather as much that is valuable to humanity as the quick ear of the doctor or the musician. The legal lore of the closet is of more value in the court-room than the noisy appeal of the advocate.

But, without adding to these suggestions, which might be extended so as to cover a wide range of employment common to educated men, we pass to higher ground.

Minds are found in the large number of this class brought under instruction in the country, capable of the highest development, and thirsting for it, conscious of their own needs.

Provision is to be made for these, so that whatever may be their future position in life, (whether in the learned professions, or in mechanic arts, or agriculture,) they may become better men, better citizens—exerting everywhere the influence of educated and well-balanced characters.

It is that they may stand in fair competition with the more favored in the struggle of life, in whatever position their talents may fit them to occupy.

It is to set aside obstacles only partially removed by any less thorough system of instruction, that they may have the opportunity to prove for themselves what they can do.

Polytechnic, agricultural, and mercantile colleges reveal a want for educated men in other than the so-called learned professions, and it is not in the nature of things that this lack is less sensibly felt among deaf-mutes than with those who hear and speak.

The true source of power and progress in every community is educated men, who, though they may not occupy the pulpit or the rostrum, shall preach through their daily conversation to society, the church, and the state.

The practical answer to the question, “cui bono?” is that the deaf-mute college, with other colleges, designs to make of its graduates *men*.

Before closing this brief statement of the designs of the college, mention should be made of a class of persons it is calculated to benefit, not at all described by the term deaf-mute, nor yet are they to be called semi-mutes. We refer to those youth who, having a full command of spoken language, have become from disease or accident so deaf as to be cut off from a participation in spoken exercises, whether of the school, the college, or the public assembly.

To these their infirmity comes as a blight on the opening flower, cutting off many bright hopes of future usefulness and happiness, withering and distorting their minds and hearts.

To such this college, through the medium of a language of rare beauty and easy acquirement, placing them, in spite of their disability, in daily contact with the living teacher, holds out possibilities which may go far to lighten their burden, and to direct their talents to a full and healthy development.



APPENDIX D.—*Institutions for the instruction of the deaf and dumb in the United States.*

|    | Name.                                 | Location.               | Date of opening. | Chief executive officer.                     | Number of teachers. | No. of pupils during year last rep'd. |       |
|----|---------------------------------------|-------------------------|------------------|--|---------------------|---------------------------------------|-------|
| 1  | American Asylum.....                  | Hartford, Conn.....     | 1817             | Rev. Collins Stone, M. A.....                | principal.....      | 13                                    | 275   |
| 2  | New York Institution.....             | New York City.....      | 1818             | Harvey P. Peet, LL. D.....                   | do.....             | 16                                    | 418   |
| 3  | Pennsylvania Institution.....         | Philadelphia.....       | 1820             | Abraham B. Hutton, M. A.....                 | do.....             | 9                                     | 236   |
| 4  | Kentucky Institution.....             | Danville, Ky.....       | 1823             | J. A. Jacobs, M. A.....                      | do.....             | 4                                     | 80    |
| 5  | Ohio Institution.....                 | Columbus, Ohio.....     | 1829             | Gilbert O. Fay, M. A.....                    | superintendent..... | 8                                     | 189   |
| 6  | Virginia Institution*.....            | Staunton, Va.....       | 1839             | J. C. Covell, M. A.....                      | principal.....      | 2                                     | 51    |
| 7  | Indiana Institution.....              | Indianapolis, Ind.....  | 1844             | Thomas MacIntire, M. A.....                  | superintendent..... | 8                                     | 180   |
| 8  | Tennessee School.....                 | Knoxville, Tenn.....    | 1845             | Joseph H. Ijams, B. A.....                   | principal.....      | 3                                     | 61    |
| 9  | North Carolina Institution*.....      | Raleigh, N. C.....      | 1845             | Willie J. Palmer, M. A.....                  | do.....             | 3                                     | 49    |
| 10 | Illinois Institution.....             | Jacksonville, Ill.....  | 1846             | Philip G. Gillet, M. A.....                  | do.....             | 10                                    | 282   |
| 11 | Georgia Institution.....              | Cave Spring, Ga.....    | 1846             | J. S. Davis.....                             | do.....             | 2                                     | 35    |
| 12 | South Carolina Institution*.....      | Cedar Spring, S. C..... | 1849             | N. F. Walker.....                            | steward.....        | 2                                     | 22    |
| 13 | Missouri Asylum.....                  | Fulton, Mo.....         | 1851             | W. D. Kerr, M. A.....                        | superintendent..... | 5                                     | 57    |
| 14 | Louisiana Institution*.....           | Baton Rouge, La.....    | 1852             | A. K. Martin.....                            | do.....             | 2                                     | 44    |
| 15 | Wisconsin Institute.....              | Delavan, Wis.....       | 1852             | H. W. Milligan, M. A., M. D.....             | principal.....      | 5                                     | 91    |
| 16 | Michigan Asylum*.....                 | Flint, Mich.....        | 1854             | Egbert L. Bangs, M. A.....                   | do.....             | 5                                     | 84    |
| 17 | Iowa Institution.....                 | Iowa City, Iowa.....    | 1855             | Benjamin Talbot, M. A.....                   | do.....             | 1                                     | 96    |
| 18 | Mississippi Institution.....          | Jackson, Miss.....      | 1856             | († Buildings destroyed by fire in 1864)..... | .....               | .....                                 | ..... |
| 19 | Texas Institution.....                | Austin, Texas.....      | 1857             | J. A. Van Nostrand, M. A.....                | do.....             | 2                                     | 27    |
| 20 | Columbia Institution.....             | Washington, D. C.....   | 1857             | Edward M. Gallaudet, M. A.....               | president.....      | 8                                     | 106   |
| 21 | Alabama Institution.....              | Talladega, Ala.....     | 1858             | (Suspended).....                             | .....               | .....                                 | ..... |
| 22 | California Institution*.....          | San Francisco, Cal..... | 1860             | Warring Wilkinson, M. A.....                 | principal.....      | 3                                     | 39    |
| 23 | Kansas Institution.....               | Olathe, Kansas.....     | 1862             | Joseph Mount.....                            | do.....             | 2                                     | 20    |
| 24 | Minnesota Institution.....            | Faribault, Minn.....    | 1863             | Jonathan L. Noyes, M. A.....                 | superintendent..... | 3                                     | 27    |
|    |                                       |                         |                  |  |                     | 119                                   | 2,469 |
| 25 | The National Deaf-mute College †..... | Washington, D. C.....   | 1864             | E. M. Gallaudet, M. A.....                   | president.....      | § 4                                   | 25    |

\* These have departments for blind.

† Mississippi educates her mutes at Baton Rouge.

§ Resident professors.

‡ The college is a distinct organization within the Columbia Institution.

|| Students.

Proposed Addition of 200 feet.

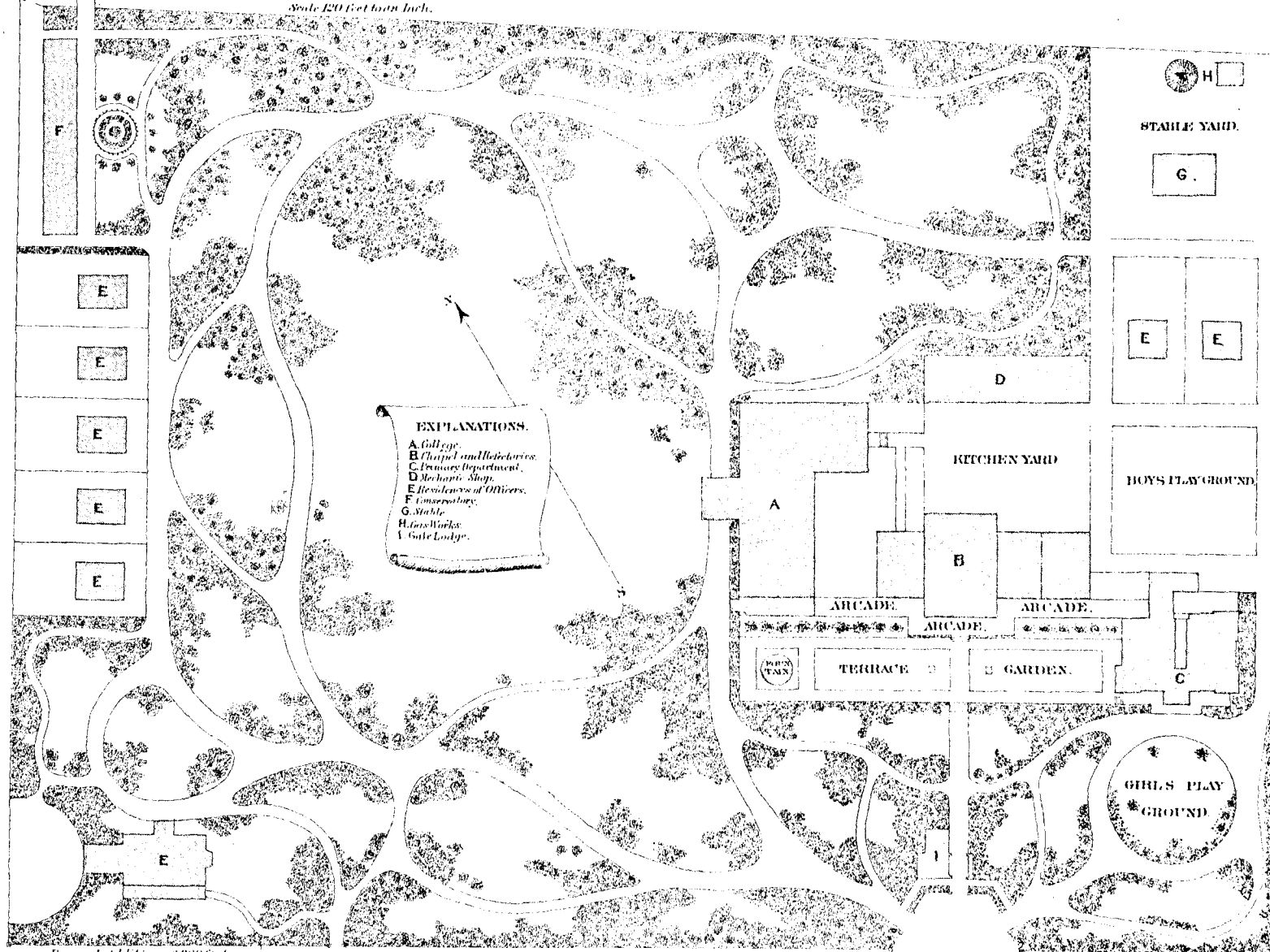
*Emyall and Co.*  
*Archts.*

**COLUMBIA INSTITUTION**  
for the  
**DEAF AND DUMB.**  
PLAN SHOWING PROPOSED ARRANGEMENT  
of the  
**BUILDINGS AND GROUNDS.**

Designed by  
**MESSRS. OLIVIER, VAUX AND CO.**  
NEW YORK.

Scale 120 Feet to an Inch.

VEGETABLE GARDEN AND ORCHARD



Proposed Addition of 200 feet.

BOUNDARY STREET.

## APPENDIX E.

REPORT OF OLNSTED, VAUX &amp; CO.

110 BROADWAY, NEW YORK,

*July 14, 1866.*

DEAR SIR: In accordance with your instructions we forward herewith a study for the general arrangement of your buildings and grounds.

As the school is of scarcely less importance than the college, we have thought it desirable to plan the entrance in such a way that each department of the institution may be easily approached from the principal gateway.

The chapel (which has a direct access for the public from the main entrance) and the dining halls of both school and college are located in the intermediate space between the college and the school buildings, with which they are proposed to be connected by an arcade. An artistic grouping may thus, it is hoped, be secured, and the chapel will seem to belong to neither department exclusively.

The principal college building is proposed to have a westerly frontage, chiefly because this arrangement allows of a comparatively large space being set apart as a lawn and ornamental ground, entirely distinct from the section devoted to the use of the school.

South of the chapel a terraced garden is proposed, of moderate dimensions, as indicated on the plan; this is suggested by the present formation of the ground, and its semi-architectural character is depended on to assist in bringing the different elements of the composition into one harmonious whole.

The arrangement proposed for the offices and subordinate buildings will be clearly seen on reference to the design.

It is very desirable that, in the general scheme to be adopted by your institution, provision should be made for the residences of the faculty and of the president.

It will, we think, be impossible to provide for these necessary features of a liberally conceived general design, within the exact dimensions of your present lot; but if two hundred feet of ground to the west can be procured, a sufficient though by no means over-spacious arrangement can be made that will include sites for six residences.

It is evident that in the development of an institution for the deaf and dumb which is to be national in its character and sphere of operations, considerable expenditures must be involved in the erection of the appropriate structures; and as it would be very poor economy to spare expense for necessary ground while undertaking considerable outlays for necessary buildings, we have no hesitation in pressing on your attention the serious importance of adding to your site, at this time, at least the two hundred feet indicated in our design.

There seems, moreover, beyond the mere question of convenience, another reason why, in your institution, a liberal appropriation of space should be set apart for ornamental ground in the vicinity of the college buildings; the inmates of your establishment being unable to hear or speak, any agreeable sensation or delicate perception must depend on the development of other faculties.

In a well-regulated garden the senses of sight and smell are gratified in a most complete and innocent way, and there seems, indeed, to be no reason why the studies of horticulture, botany, ornamental gardening, and rural architecture should not be pursued to great advantage by your students if proper facilities are offered at the outset, and due importance is attached to that influential automatic education which depends entirely on an habitual daily contemplation of good examples.

The general plan for the buildings is a preliminary one; it embraces what has been already done, and shows how the idea can be developed in future so

as to harmonize fully with our conceptions in reference to the general treatment of the design as a whole.

A road, twenty-two feet wide, is shown in addition to the two hundred feet proposed to be taken.

This, as you see, is a matter open for consideration. It will, however, if practicable, make the plan more complete, as it will furnish a private entrance to the houses on that side of the property.

Hoping the results of our study may be in accordance with your views, we remain, dear sir, very respectfully.

OLMSTED, VAUX & CO.

E. M. GALLAUDET, Esq.,

*President of the Columbia Institution for the Deaf and Dumb.*

## CATALOGUE OF STUDENTS AND PUPILS.

### *In the college.*

#### RESIDENT GRADUATE.

Melville Ballard, B. S. .... Maine .....

#### SOPHOMORES.

James Cross, jr. .... Pennsylvania.....  
John B. Hotchkiss. .... Connecticut.....  
James H. Logan. .... Pennsylvania.....  
Joseph G. Parkinson. .... Vermont.....

#### FRESHMEN.

William L. Bird. .... Connecticut.....  
Samuel T. Greene. .... Maine.....  
Louis A. Houghton. .... New York.....  
Robert Patterson. .... Pennsylvania.....  
Louis C. Tuck. .... Massachusetts .....

#### PREPARATORY CLASS.

David H. Carroll. .... Ohio.....  
Cyrus Chambers. .... Iowa.....  
Philip S. Engelhardt. .... Wisconsin.....  
Malachi Hollowell. .... Illinois.....  
Charles B. Hibbard. .... Michigan.....  
Lydia A. Kennedy. .... Pennsylvania.....  
Anthony J. Kull. .... Wisconsin.....  
Marcus H. Kerr. .... Michigan.....  
John N. Lowry. .... do.....  
William B. Lathrop. .... Georgia.....  
George W. McAtee. .... Maryland.....  
John Quinn. .... Dist. of Columbia.....  
Adelaide E. Smith. .... Pennsylvania.....  
William E. Taylor. .... Georgia.....  
John H. Tims. .... Maryland.....

### *In the primary department.*

#### FEMALES.

Justina Bevan. .... Maryland.....  
Mary J. Blair. .... do.....  
Melinda Blair. .... do.....  
Sarah B. Blair. .... do.....

|                             |                     |
|-----------------------------|---------------------|
| Marietta Charabers .....    | Fortress Monroe...  |
| Florence L. Dammaun .....   | Maryland .....      |
| Elizabeth Feldpusch .....   | do. ....            |
| Mary Feldpusch .....        | do. ....            |
| Grace A. Freeman .....      | do. ....            |
| Sarah A. Gourley .....      | do. ....            |
| Catharine Haldy .....       | do. ....            |
| Mary M. Ijams .....         | Dist. of Columbia.. |
| Anne Jenkins .....          | Maryland .....      |
| Amanda M. Karnes .....      | do. ....            |
| Clara Leffler .....         | do. ....            |
| Margaret Maher .....        | do. ....            |
| Elizabeth McCormick .....   | do. ....            |
| Lydia A. Mitchell .....     | do. ....            |
| Mary E. McDonald .....      | Dist. of Columbia.. |
| Virginia A. Patterson ..... | Fort Snelling ..... |
| Hester M. Porter .....      | Maryland .....      |
| Georgiana Pritchard .....   | do. ....            |
| Amelia Riveaux .....        | Dist. of Columbia.. |
| Josephine Sardo .....       | do. ....            |
| Florinda C. Snyder .....    | do. ....            |
| Laura S. Shaw .....         | Maryland .....      |
| Georgiana Stevenson .....   | do. ....            |
| Susannah Swope .....        | United States army  |
| Grace Webster .....         | Maryland .....      |
| Sarah J. Wells .....        | do. ....            |
| Sarah A. E. Williams .....  | Dist. of Columbia.. |

## MALES.

|  |                      |
|--|----------------------|
| James O. Amoss .....                   | Maryland .....       |
| Joseph Barnes .....                    | Dist. of Columbia..  |
| James D. Bitzer .....                  | Maryland .....       |
| Julius W. Bissett .....                | do. ....             |
| David Blair .....                      | do. ....             |
| John L. Brewer .....                   | Dist. of Columbia..  |
| Arthur D. Bryant .....                 | do. ....             |
| John E. Bull .....                     | Maryland .....       |
| Gideon D. Bumgardner, (deceased) ..... | West Virginia .....  |
| Robert W. Branch .....                 | North Carolina ..... |
| John Carlisle .....                    | Maryland .....       |
| James E. Colleberry .....              | do. ....             |
| William A. Connolly .....              | Dist. of Columbia..  |
| Charles Dashiell .....                 | Maryland .....       |
| Alexandre W. Dennis .....              | Dist. of Columbia..  |
| Peter Duffy .....                      | Maryland .....       |
| Lewis C. Easterday .....               | do. ....             |
| Robert Ehlert .....                    | do. ....             |
| John P. Fitzpatrick .....              | do. ....             |
| Aaron Friedenrich .....                | do. ....             |
| William G. Gill .....                  | do. ....             |
| Thomas Hagerty .....                   | Dist. of Columbia..  |
| Thomas Hays .....                      | Maryland .....       |
| R. Plummer Ijams .....                 | Dist. of Columbia..  |
| Conrad Ingledaiger .....               | Maryland .....       |
| Isaac Kaufmann .....                   | Dist. of Columbia..  |

|                            |                     |
|----------------------------|---------------------|
| Frank M. Maslin.....       | Maryland.....       |
| Charles Mathaci.....       | do.....             |
| William McElroy.....       | do.....             |
| James H. Mooney.....       | do.....             |
| William Moriarty.....      | Dist. of Columbia.. |
| William H. Myers.....      | do.....             |
| Henry Otto Nicol.....      | United States army. |
| Jonathan Plowman.....      | Dist. of Columbia.. |
| James H. Purvis.....       | do.....             |
| George Rommal.....         | Maryland.....       |
| George F. Rodenmayer.....  | do.....             |
| Charles Schillinger.....   | do.....             |
| Aaron B. Showman.....      | do.....             |
| Thomas J. Sprague.....     | do.....             |
| Charles W. Stevenson.....  | do.....             |
| Samuel H. Taylor.....      | Dist. of Columbia.. |
| Henry Triesehmann, jr..... | Maryland.....       |
| John A. Unglebowser.....   | do.....             |
| John C. Wagner.....        | Dist. of Columbia.. |
| Henry C. Wentz.....        | Maryland.....       |
| Thomas A. Williams.....    | North Carolina....  |
| Walter Williams.....       | do.....             |
| William Wirrlein.....      | Maryland.....       |
| Samuel Wisner.....         | do.....             |

## REGULATIONS.

I. The academic year is divided into two terms—the first beginning on the second Thursday in September, and closing on the 24th of December; the second beginning the 2d of January, and closing the last Wednesday in June.

II. The vacations are from the 24th of December to the 2d of January, and from the last Wednesday in June to the second Thursday in September.

III. There are holidays at Thanksgiving and at Easter.

IV. The pupils may visit their homes during the regular vacations and at the above-named holidays, but at no other times, unless for some special urgent reason, and then only by permission of the president.

V. The bills for the maintenance and tuition of pupils supported by their friends must be paid semi-annually in advance.

VI. The charge for pay pupils is \$150 each per annum. This sum covers all expenses except clothing.

VII. The government of the United States defrays the expenses of those who reside in the District of Columbia, or whose parents are in the army or navy, provided they are unable to pay for their education.

VIII. The State of Maryland provides for the education in this institution of deaf mutes whose parents are in poor circumstances, when the applicants are under twenty-one years of age, have been residents of the State for two years prior to the date of application, and are of good mental capacity.

Persons in Maryland desiring to secure the benefit of the provisions above referred to are requested to address the president of the institution.

IX. It is expected that the friends of the pupils will provide them with clothing, and it is important that upon entering or returning to the institution they should be supplied with a sufficient amount for an entire year. All clothing should be plainly marked with the owner's name.

X. All letters concerning pupils or applications for admission should be addressed to the president.